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ABSTRACT

The third annual report (1981-82) of the Bureau of Indian Affairs (BIA) Advisory Committee for Exceptional Children contains summaries of Committee meetings, results of a survey of BIA agency and area special education coordinators regarding Committee activities, recommendations, and five appendices. Results of the survey of coordinators indicate a need for increased availability of information on Committee activities and for more contact between Committee members and BIA and school personnel, and list 24 helpful activities the Committee could undertake. Committee recommendations concern the need for Indian input into the BIA personnel development plan, public notification of Committee meetings, and advance copies of BIA proposed special education policies/procedures; the lack of finalized Department of Interior special education regulations and of a Division of Exceptional Education response to Committee recommendations on the State Plan; the impact of the federal hiring freeze on special education; the reorganization of the Office of Indian Education Programs (OIEP); regional education service centers; Committee funding; tribal proposals to contract for operation of portions of the BIA special education program; handicapped children in residential facilities; and Navajo area representation. Appendices include the Committee's charter, tabulation of handicapped children receiving special education and related services and allocation of funds for 1981-82, a directory of OEIP personnel, and the form for Nominating Committee members. (MH)

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BUREAU OF INDIAN AFFAIRS

ADVISORY COMMITTEE FOR EXCEPTIONAL CHILDREN

# THE THIRD ANNUAL REPORT

# TO THE DEPARTMENT OF THE INTERIOR

NOVEMBER 1982

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# United States Department of the Interior

BUREAU OF INDIAN AFFAIRS
ADVISORY COMMITTEE FOR EXCEPTIONAL CHILDREN

To: The Assistant Secretary — Indian Affairs

On behalf of the Bureau of Indian Affairs Advisory Committee for Exceptional Children, I am pleased to transmit our Third Annual Report to the Department of the Interior. The report contains the Committee's recommendations, concerns and activities of the past year with regard to the Bureau's special education and related services program.

In order to assure that all American Indian and Alaska Native exceptional children receive appropriate educational opportunities, it is important for the Committee, the Department, and the Bureau of Indian Affairs to continue working together.

Respectfully yours;
Doris Johnson, Chairperson
Annual Report/Publications
Subcommittee

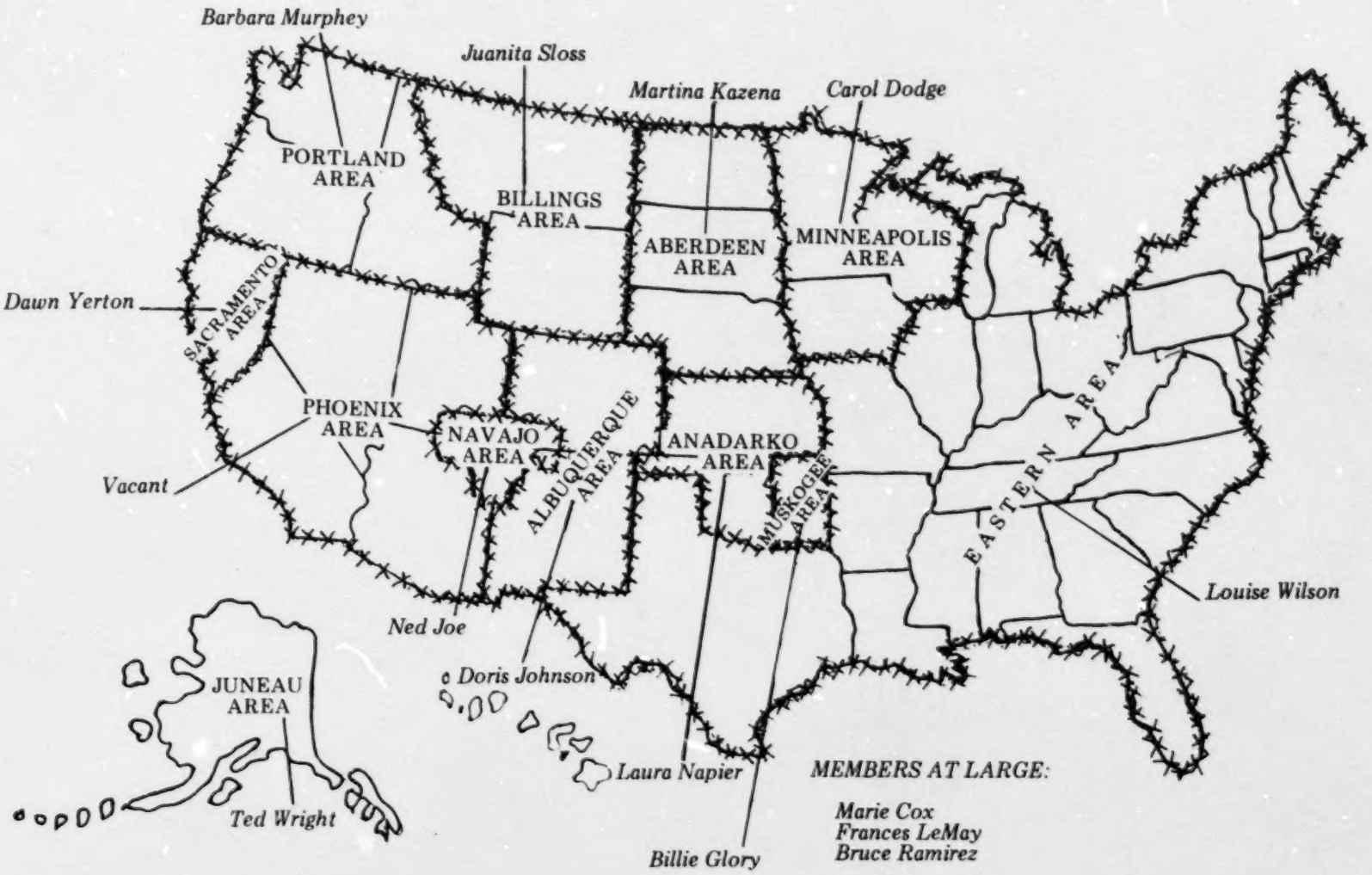
## PHILOSOPHY STATEMENT

**The Bureau of Indian Affairs Advisory Committee for Exceptional Children believes that all American Indian and Alaska Native exceptional *(handicapped*)* children have a right to a free appropriate public education. In order to provide for the unique educational needs of these culturally diverse exceptional individuals, the Committee is dedicated to advocating and advancing improvements in U. S. Department of the Interior and Bureau of Indian Affairs policies, procedures, administrative organization, plans and funding to assure the availability of comprehensive special education and related services.**

* *handicapped -- refers to those individuals evaluated by professionally qualified personnel as being, mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, other heal impaired, deaf-blind, multi-handicapped, or as having specific learning disabilities, who because of those impairments need special education and related services.*

BUREAU OF INDIAN AFFAIRS ADVISORY COMMITTEE FOR EXCEPTIONAL CHILDREN

*Membership as of July 1982*



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## ADVISORY COMMITTEE OFFICERS AND SUBCOMMITTEES
## 1981-82

### OFFICERS

Bruce A. Ramirez, *President*
Frances LeMay, *Vice President*
Barbara Murphey, *Corresponding Secretary*

### Planning/Executive Subcommittee

Bruce Ramirez, *Chairperson*
Frances LeMay
Barbara Murphey

### Legislative, Regulatory, Policies and Standards Subcommittee

Kenneth Williams, *Chairperson*
Marie Cox
Frances LeMay
Earl Old Person

### P. L. 94-142 Subcommittee

Janice Yerton, *Chairperson*
Martina Kazena
Barbara Murphey
Ted Wright

### Annual Report/Information Subcommittee

Doris Johnson, *Chairperson*
Laura Napier
Bruce Ramirez
Louise Wilson

### Ad Hoc Subcommittee for the Gifted and Talented

Ted Wright, *Chairperson*
Marie Cox
Laura Napier

BIA ADVISORY COMMITTEE FOR EXCEPTIONAL CHILDREN

1981-1982 MEETINGS

Anchorage Alaska . . . . . November 5 – 7, 1981
Window Rock, Arizona . . . . . February 4 – 6, 1982
Washington, D.C. . . . . May 12 – 15, 1982

## President's Statement

# United States Department of the Interior

## BUREAU OF INDIAN AFFAIRS
## ADVISORY COMMITTEE FOR EXCEPTIONAL CHILDREN

The past twelve months have been most rewarding for the Advisory Panel so far as public awareness is concerned. Continuing the practice begun two years ago of meeting in locations near Indian and Alaska Native communities with BIA operated and contracted schools, the Committee met in the Juneau and Navajo Areas as well as conducted a presentation at the National Indian Education Association *(NIEA)* Convention in Portland, Oregon. The Committee's Second Annual Report was also published and disseminated throughout the Bureau as well as to other interested individuals and organizations. Because so little information has been available on BIA special education opportunities, the Advisory Panel has sought to expand the report to include descriptive information about the program and services as well as, where appropriate, other related information. This year's Annual Report, for example, contains information on the amount of Part B *(P. L. 94-142)* funds allocated to Area/Agency offices and schools *(Appendix C)*.

During this year, the Committee made a special effort to seek input from BIA Special Education Coordinators concerning the Advisory Panel and its activities *(Part I — Survey)*. This information was reviewed and has proved most helpful in understanding the issues and problems of most concern to the Coordinators. As we look ahead to next year, we are all reminded of the need to be aware of and involved in each other's activities to a much greater degree.

The Advisory Panel reconsidered and again offered recommendations on several critical issues that have yet to be satisfactorily resolved. For example, the Committee recommended that the Department take whatever steps necessary to insure that federal hiring and travel restrictions do not impact negatively on the timely provision of special education and related services. The Advisory Panel also reviewed the reorganization plans for the Central and Regional Education Offices to make sure that special education remains an integral part of any new administrative organization. Perhaps most disappointing has been the Bureau's failure to promulgate the final special education regulations due to bureaucratic procedures and a failure to follow through on commitments. New areas addressed by the Committee included: *(1)* services for handicapped children placed in private facilities; *(2)* tribal proposals to contract for the operation of the supplementing part of the special education program; *(3)* personnel development; and *(4)* the timely appointment of new members to the Committee.

In closing, the Advisory Committee has witnessed with great dismay the resignations of entire National Education Advisory Committees/Councils during this past year. The Advisory Committee for Exceptional Children is deeply concerned that such a practice could undermine the purpose and integrity of such bodies, and has committed itself to increase its advocacy for improved programs and services for Indian and Alaska Native handicapped children and youth throughout the [illegible]. It is the Committee's firm belief that the education of our Indian and Alaska Native handicapped children is far too important to do otherwise.

Bruce A. Ramirez, President



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# INTRODUCTION

This past year Secretary of the Interior James G. Watt, appointed five new members to the Bureau of Indian Affairs *(BIA)* Advisory Committee for Exceptional Children *(ACEC)*. The Committee, which is in its third year of existence, is presently the only advisory group within the Department related to Indian education and was established to assist the Bureau on matters concerning appropriate education programs and services for American Indian and Alaskan Native handicapped children and youth *(see Charter, Appendix A)*.

## DUTIES

The Advisory Committee was formed as a result of a provision of the Education for All Handicapped Children Act of 1975, P. L. 94-142, which requires states and other jurisdictions participating under the Act to have an advisory panel appointed by the Governor or other government official authorized under law to make such appointments. The duties of the Committee as set forth in it's charter *(see Appendix A)* are to:

- Comment publicly on the Department of the Interior/BIA State Plan;
- Comment on proposed regulations and the procedures for the distribution of funds;
- Advise the Secretary of the Interior through the Assistant Secretary of Indian Affairs of unmet needs in the education of Indian and Alaskan Native handicapped children;
- Assist in developing and reporting such information as may help BIA serve Indian and Alaskan Native handicapped children; and
- Submit a report each year concerning its activities and suggestions to the Assistant Secretary for Indian Affairs.

## MEMBERSHIP

The Advisory Panel is composed of individuals concerned with and involved in the provision of BIA special education programs and services and includes the following kinds of persons: handicapped individuals, parents of handicapped children, teachers and administrators of special education programs, local school officials and tribal education. In addition to professional, consumer and tribal diversity, the Committee is reflective of the administrative organization of the Bureau as well as the "national" nature of its school system. Accordingly, members have been selected to represent the concerns of the entire system or an Area Office with school responsibilities. Each member of the Committee serves for a three year period with five members replaced each year.

## OTHER ACTIVITIES

It has been the position of the Advisory Panel that its meetings be held at different locations throughout the Bureau to allow those in different regions an opportunity to meet with the Committee. Meetings of the Advisory Panel are open to the public and individuals are encourage to share their concerns and interests about the education of handicapped and gifted and talented children. In this regard, there is an opportunity for persons to address the Committee during the public comment period of each full Advisory Panel meeting.

Besides regularly scheduled meetings which are held at least three times per year, Committee members attend and participate in a wide variety of meetings and conferences concerned with the education of handicapped children, youth and adults throughout the BIA, as well as similar activities conducted by other federal and state agencies and Indian tribes and organizations.

## WHERE TO OBTAIN MORE INFORMATION

Individuals interested in obtaining more information about the Advisory Committee or those wishing to bring a concern or recommendation to the Committee's attention may do so by contacting any of the officers or members directly or at the address listed below:

Bureau of Indian Affairs Advisory Committee for Exceptional Children
United States Department of the Interior
Office of Indian Education Programs
1951 Constitution Avenue, N. W., Code: 507
Washington, DC 20240

Phone: (202) 343-4071

# PART I

## ADVISORY COMMITTEE MEETINGS

## AND

## OTHER ACTIVITIES



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## SUMMARIES OF FULL ADVISORY COMMITTEE MEETINGS

Anchorage, Alaska

The Committee met for the first time during 1981-82 on November 5-7, 1981 at the Westward Hilton Inn in Anchorage, Alaska.

Presentations were made by the following individuals:

- Mr. Bill Mehojah, Education Program Administrator, Anchorage Education Field Office, welcomed the Committee on behalf of the Juneau Area Office. He discussed some of the unique problems his office encountered in providing services to Alaskan Native handicapped children in Alaska.

- Dr. Bruce Ramirez, President, reviewed the Advisory Committee's history, membership and responsibilities for those in attendance.

- Mr. Charles Christian, Special Education Coordinator of the Juneau Area Office discussed the history and organization of BIA Special Education in Alaska as well as the role of the Agency Office Special Education Coordinators. In addition to the need to develop appropriate assessment measures for native students, he emphasized the importance for more professional development opportunities and time to share ideas and practices with other Area and Agency offices.

- Mr. Bruce Marlin, Special Education Coordinator, Nome Agency, provided an overview of problems in the Nome Agency and expressed his satisfaction with funds and support provided by the Division of Exceptional Education.

- Ms. Carolyn Ross, Special Education Coordinator, Bethel Agency, expressed concern regarding the travel freeze and its effect on the provision of special education services in her Agency. She noted the need for positive public relations with the villages.

- Mr. William McDaniel, Special Education Coordinator, Fairbanks Agency, reiterated the concern regarding the travel freeze, explained the cooperative agreements between the State of Alaska and Fairbanks Agency to share services and facilities, and described the in-service training program being implemented within the Agency.

- Ms. Carmen Taylor, Chief, Division of Student Support Services, Office of Indian Education Programs, reviewed the history of school transfers between BIA and the State of Alaska. She discussed the reaction of the 36 villages she has visited to the Department's announced intention to transfer its village schools to the state. She explained that a list was being prepared of those schools whose village councils had voted to support the transfer for consideration by the Department in preparation for next year's budget.

- Ms. Sharon Fortier, Resource Specialist, Resource Access Project *(RAP)*, described the role of the Resource Access Project in providing services to pre-school handicapped children, which includes locating resources and training personnel in local villages.

- Ms. Blanche Walters, Governor's Council for the Handicapped and Gifted, expressed concern that the school closures and the travel freeze would adversely affect the education of Alaskan Native handicapped and gifted and talented students.

- Mr. Christian shared a letter from the Copper River Education Association expressing concern about the proposed closure of Mt. Edgecumbe Boarding School.

The Committee discussed a request it had received to endorse a proposal being submitted to the Federal Office of Special Education to prepare American Indian speech pathologists and audiologists. The Advisory Panel decided not to endorse specific projects, proposals or programs, but would in general support efforts to increase education opportunities for American Indian and Alaskan Native students, i.e. model projects, personnel development, research, technical assistance and information dissemination.

Election of new officers was postponed until the newly selected members can participate in the election. The draft second annual report was reviewed and approved by the Committee.

The Advisory Committee discussed and adopted recommendations concerning *(1)* the federal hiring freeze and its impact on special education services delivery; *(2)* promulgation of the final special education regulations without further delay; and *(3)* the need to distinguish between job performance and administrative travel as it relates to serving handicapped children *(see November 7, 1981 recommendations)*.

The Committee reviewed and discussed the Division of Exceptional Education's draft position papers on special education opportunities for handicapped children ages 3-5, extended school year services and the institutional placement of handicapped children. It was agreed that the Committee would forward its comments to the Division by the end of the month. The Committee expressed its concern about the need for the Advisory Panel to be provided current information on special education policies and procedures being considered by the Bureau and suggested that this information be routinely provided the Committee or appropriate subcommittee *(see November 7, 1981 recommendations)*.

Other actions by the Committee included recommendations that *(1)* the Assistant Secretary for Indian Affairs develop a timeline and plan for future Advisory Committee appointments and *(2)* the Division of Exceptional Education include the Advisory Committee meeting agenda in the announcement set to Areas. Agencies and schools prior to a meeting in that Area as well as publish the notice of meetings in the Federal Register at least one month prior to the scheduled meeting *(see November 7, 1981 recommendations)*.

Window Rock, Arizona

The second meeting of the Committee was held at the Window Rock Inn, Window Rock, Arizona, on February 4-6, 1982.

The following individuals made presentations:

- Ms. Rebecca Martgan, Navajo Area Education Director, welcomed the Committee on behalf of the Navajo Area office.

- Mr. Goodwin K. Cobb, III, Division of Exceptional Education, Office of Indian Education Programs, discussed the following matter with the Committee: *(1)* proposed reorganization of the Central and Area offices; *(2)* public notification of Committee meetings; *(3)* survey of special education positions filled and needed as a result of the federal hiring freeze; *(4)* appointment of new members to the Advisory Committee; *(5)* travel restrictions for future Advisory Committee meetings; *(6)* discretionary funds under Part B; *(7)* newly adopted complaint procedures; and *(8)* the status of BIA Special Education Rules and Regulations.

- Dr. Charles Deal, Special Education Coordinator, Fort Defiance Agency, described the programs and services within Fort Defiance Agency as well as the number of severely handicapped children in residential placements.

- Mr. Norman Wilcox, Education Specialist, Navajo Area Office, discussed the responsibilities of the Area Office regarding services for handicapped children in residential facilities. He also provided a status report on the children placed in a Gallup nursing home.

- Dr. Louis Allen and Ms. Nalani Kaeck, Nutritionists of the Shiprock Community Health Center, discussed jurisdictional difficulties in identifying and providing services to Navajo children who show evidence of developmental disabilities; the need for interagency cooperation; as well as the importance of nutritional counseling.

- Mr. Bobby Dean, Special Education Coordinator, Shiprock Agency, in addition to describing special education services available with the Agency, responded to some of the concerns of Ms. Kaeck and Dr. Allen. Similar to Dr. Allen, Mr. Dean felt there was a need to maintain a coordinator's position for the institutionalized program at the Area office level.

- Mr. Nelson Gorman, Director, Chinle Valley School for Exceptional Children, expressed concern that the procedures for the review of the State Plan have not allowed the private schools sufficient opportunity to review and comment. He also discussed the difficulty of distinguishing between education and care when determining costs for handicapped children placed in residential settings, and felt that it was preferable to have an area-wide institutional placements.

- Ms. Annette Purpura, Assistant Director, A School for Me, Tohatchi, New Mexico, also expressed concern about funding decisions regarding allowable education costs for providing services to children placed at "A School for Me".

- Ms. Marijane Ryan, Director, St. Michael's Association for Special Education, emphasized the need to have procedures to govern funding decisions for severely handicapped children placed in residential programs. She also discussed the need to have representatives from schools placing handicapped children at St. Michael's attend IEP Meetings as well as the need to implement child identification activities as set forth in the BIA State Plan.

- Ms. Terri Abraham, Special Education Coordinator, Laguna Agency, discussed the difficulties at the Laguna School as a result of the hiring freeze and personnel ceilings. She also described the need for securing information from the Division of School Facilities regarding required classroom space for handicapped children.

- Ms. Emma Gable, BIA Coordinator, Intermountain Plains Regional Resource Center *(RRC)*, Utah State University, described the activities of the RRC regarding training for BIA. She also discussed the extended workscope as propsed activities for the upcoming fiscal year, as well as the need to recruit and involve Indian special educators in RRC training activities conducted for BIA.

- Mr. Leo Haven, Social Worker Liaison, Window Rock, Public Schools, discussed the role of BIA concerning the education of Indian handicapped children attending public school.

- Ms. Barbara Murphey, Advisory Committee Secretary, reported on the January meeting of the Special Education Coordinator's in Billings she attended. She also discussed the results of the survey she conducted at the meeting. *(See Part I - Survey of Special Education Coordinators.)*

Elected to office at the meeting were Bruce Ramirez, President, Frances LeMay, Vice President, and Barbara Murphey, Corresponding Secretary. Assignments were also completed for the four standing subcommittees. In addition, the Advisory Panel established an ad hoc subcommittee for the gifted and talented. This subcommittee will determine the status of specialized services for gifted and talented students within BIA schools and develop recommendations for improved programs and services for this group of students.

The Committee discussed the representation issue and suggested that consideration again be given to designating another representative for the Navajo Area. The Advisory Panel also considered the need to have a response from the Division of Exceptional Education regarding the Committee's comments on the 1981-83 State Plan and suggested that this be done in writing or at a meeting. Other actions by the Advisory Panel included recommendations regarding personnel development. *(See February 6, 1982 recommendations.)*

Washington, D.C.

The last meeting of the Committee was held at the Howard Johnson Motor Hotel in Crystal City, Virginia on May 12-15, 1982.

The Committee met with the following individuals to discuss matters pertinent to the advocation of handicapped children:

- Dr. Charles G. Cordova, Chief, Division of Exceptional Education, Office of Indian Education Programs, provided an overview of exceptional education including the results of a recent General Accounting Office *(GAO)* audit, the most recent Indian School Equalization Program *(ISEP)* count figures, BIA's commitment to children in public schools, and financing information regarding FY 82 allotments and FY 83 budget. He also discussed the status of the position paper on institutionalized handicapped children, the issue of contracting the supplementary part of the Exceptional Education Program as proposed by the Navajo Division of Education, the complaint management system and the status of the Special Education Rules and Regulations.

- Ms. Dixie Owen, Education Specialist, Division of Exceptional Education, discussed the appointment of new members, reviewed the procedure for submitting travel reimbursement vouchers, and reviewed the revisions to the nomination form.

- Ms. Marie Emery, Education Specialist, Division of Exceptional Education, provided information about the Division's monitoring procedures, priorities and reporting system. She also shared the results of the Division's survey of services provided and needed for gifted and talented children in BIA schools. She further indicated this report could be obtained through the Director's office.

- Ms. Mary Howard, Management Officer for Advisory Committee's U. S. Department of the Interior, described in detail the process for nominating new Advisory Committee members and discussed the problems related to the appointment of new members.

- Dr. James Martin, Acting Assistant Director, Field Operations, Office of Indian Education Programs, discussed the current proposal pertaining to the reorganization of BIA Area Offices of Education and indicated that a final decision on the reorganization could be expedited by the end of May.

- Ms. Carmen Taylor, Chief, Student Support Services, Office of Indian Education Programs, provided an update on the proposed closure of BIA boarding schools and described local school and parent reaction to the closures.

- o Dr. Ray Meyers, Compliance Officer, Division of Assistance to States, Office of Special Education Programs, U. S. Department of Education, described the administrative review process planned for FY 83 which will include BIA. He also discussed the special education rules and regulations, the BIA State Plan for FY 84-87 and the proposed P. L. 94-142 regulations.

- o Dr. Cordova reported that Mr. Ken Smith, Assistant Secretary for Indian Affairs, would not be able to meet with the Committee due to an unfortunate emergency. Dr. Cordova reiterated the Assistant Secretary's support for issuing the proposed special education regulations in final form as soon as possible.

In addition to agreeing to a proposed schedule for next year's meetings *(i.e. Special Education Coordinator's meeting, Aberdeen Area, Portland Area and Washington, D.C.)*, the Advisory Panel proposed that a presentation be made at the National Indian Child Conference and the National Indian Education Association Convention.

The Committee considered the need for an annual operating budget for Advisory Panel activities. It was recommended that the Division of Exceptional Education consider this matter in conjunction with the officers of the Committee. The Advisory Panel again considered the difficulties associated with the appointment of new members. In this regard, it was recommended that appointments be made at the time terms expire *(i.e. July 5th of every year)* or that members in office be retained until their replacement is appointed; that representation be balanced and that the two filling unexpired terms be reappointed. *(See May 15, 1982 recommendations.)*

The Advisory Panel agreed to review and comment on the new proposed P. L. 94-142 regulations when they are published, particularly as they might affect the Bureau of Indian Affairs' participation under Part B and Advisory Committees. The Committee also expressed an interest in participating where appropriate, in the Department of Education monitoring of BIA compliance with P. L. 94-142 requirements.

Other actions by the Committee included recommendations that the Division of Exceptional Education be allowed to fill its vacancies and that a separate administrative unit be maintained, and that the planned Regional Education Service Center be appropriately staffed with special education personnel. The Committee also adopted recommendation concerned with *(1)* tribal proposals to contract for the operation of portions of the Bureau's special education program and *(2)* the education of handicapped children placed in residential facilities. *(See May 15, 1982 recommendations.)*

## OTHER ACTIVITIES

Advisory Committee officers Bruce Ramirez and Frances LeMay made a presentation about the Advisory Panel at the National Indian Education Association Convention in Portland, Oregon on October 1?, 1982. The presentation included a history of the Committee, membership and organization of the panel, meetings and other activities, responsibilities as set fourth in the charter, previous recommendations as well as future activities and issues likely to be considered by the Committee.

Barbara Murphey represented the Advisory Panel at the BIA Special Education Coordinators' Meeting in Billings, Montana, January 24-28, 1982. In addition to conducting a workshop about the Committee, she distributed a questionnaire concerning Advisory Committee activities as perceived by Area and Agency coordinators.

## SURVEY OF BIA AGENCY AND AREA SPECIAL EDUCATION COORDINATORS REGARDING ADVISORY COMMITTEE ACTIVITIES

During the mid-year meeting of the Bureau Special Education Coordinators in Billings, Montana, January 24-28, 1982, Barbara Murphey conducted a session on the Advisory Committee and distributed a questionnaire on Committee activities. Of the 29 respondents *(72.5 percent)* only nine coordinators or their designated representative at the meeting knew the name of the Advisory Panel member representing their particular area; 15 individuals reported they had received a copy of the Annual Report; and seven individuals indicated they had contacted the Committee.

What follows is a summary of the responses to individual questions.

How can the Advisory Committee be more available to you?

The responses to this question center primarily on meetings, dissemination of information and presentations/school institutions. With respect to Advisory Panel meetings, it was suggested that timely modifications of the meeting date, place and agenda would be helpful. As it was also felt that some kind of follow-up *(i.e. summary of meeting or significant Committee actions distributed to the coordinators)* could facilitate interest in the Committee.

In terms of information, it was suggested that a form be developed to aid those interested in contacting the Committee with concerns and questions. Many of those responding expressed a desire to have up-to-date information about Advisory Panel activities, concerns and actions. Suggestions to meet this need included:

*(1)* Newsletters to Areas/Agencies and schools;

*(2)* Periodic updates on Committee activities and actions;

*(3)* Dissemination of copies of correspondence and minutes; and

*(4)* Development of a dissemination network.

Regarding greater interaction between Advisory Panel members and Bureau Areas, Agencies and schools, it was suggested that Advisory Committee members:

*(1)* Visit the schools in their Area at least once a year;

*(2)* Meet with the Agency personnel regarding local special education problems and concerns; and

*(3)* Be available for presentations at Area, Agency, school and tribal meetings.

What kinds of things can the Advisory Committee accomplish in their role as an Advisory Group?

Among the issues mentioned as requiring Committee advocacy are:

*(1)* sufficient special education funding *(budget cuts)*;

*(2)* finalization of the special education regulations;

*(3)* resolution of the federal hiring freeze;

*(4)* school closures; and

*(5)* deregulation of the P. L. 94-142 regulations.

Other matters that should be given attention by the Advisory Panel include:

*(1)* increased cooperation with tribes;

*(2)* assistance to parent groups, including support for establishing such groups; and

*(3)* provide information on BIA special education needs to Congress.

How can the Advisory Committee assist the Division of Exceptional Education?

In general, most of the responses to this question emphasized the need for the Committee and its members to communicate the concerns of Areas/Agencies, schools and parents to the Office of Indian Education Programs. It was felt by some that the Committee should review various aspects of the Bureau's special education *(i.e. ISEP regulations, child count procedures, definitions of handicapped children)* program. One commenter suggested that the practice of having the members appointed by the Secretary of the Interior should be recommended in light of the difficulties encountered in this area during the last two years.

Please list three activities the Advisory Committee could undertake for your Special Education Program this or the following school year.

The following activities *(some more than once)* were identified by the coordinators as activities that could be helpful to their local programs during the next two years.

1. Conduct school visitations as well as meet with school officials and parents.

2. Provide basic information to village leaders in Alaska so they will support instead of fear special education.

3. Provide a time for questions and answers for school personnel at Committee meetings.

4. Support efforts to remove the hiring freeze so the appropriate staff can be employed.

5. Propose assistance for programs and services for the gifted and talented.

6. Increase communication with our Agency *(i.e. Northern Pueblos Agency)*.

7. Support a separate travel ceiling for special education so our training and development can continue.

8. Support a system of hiring that will feature incentives for teachers.

9. Support the development of local parent advocacy groups as a means of fostering more parental involvement.

10. With respect to the Laguna Agency, assist in *(1)* securing support from Tribe and school officials for adequate and appropriate classroom space for the special education program and *(2)* filling special education vacancies.

11. Periodically permit the coordinators to provide input to the Committee on various issues.

12. Encourage the dissemination of information on the education of exceptional children.

13. Encourage 100% participation by Committee members especially if they represent a specific area. Otherwise, the Area will not be represented.

14. Committee members could make presentations to school boards, parent groups and Tribal education committees "on how" policies and program plans affect local programs.

15. Keep the coordinators informed of Advisory Committee, OIEP and other federal agency activities through timely and concise memoranda.

16. Work for consistency between P. L. 94-142, State Plan and OIEP requirements.

17. Allow the Committee Area Representative to be a part of the Aberdeen Area's in-service training sessions for Area special education personnel.

18. Aberdeen Area Special Education Coordinators should attend the Committee meeting in Bismarck. Local parent Advisory Committees should also be invited and encouraged to attend. Perhaps a general information session could be arranged, upon completion of the Committee's Business meeting.

19. Special education coordinators should have an updated list of committee members in order to contact members regarding questions and concerns.

20. Prior to visiting schools, the Committee should notify the Area/Agency coordinator.

21. Advocate for organized personnel development activities, modeled after exemplary training projects but modified for BIA education programs.

22. The Committee Representative for the Navajo Reservation should meet at least once every three months with the coordinators to *(1)* discuss local concerns and problems and *(2)* inform the coordinators of pending and passed policies.

23. Emphasize to Tribal schools the need to contract for P. L. 94-142 funds as well as the need to comply with its requirements.

24. Develop a national directory of Bureau special education personnel and programs with continuous updating of resources and materials.

# PART II

# RECOMMENDATIONS

Impact of the Federal Hiring Freeze on Special Education

Last year, the Advisory Committee recommended that positions for special education and related services personnel be exempt from the government-wide hiring freeze. During its Anchorage meeting, the Advisory Committee was informed that as many as 53 special education positions have yet to be filled in Bureau schools due to current hiring restrictions. While it is the Committee's understanding that OIEP has sought exemption for special education personnel, it appears that this request has either been denied or disregarded.

The Committee again expresses its grave concern in regard to the lack of sensitivity on the part of Departmental officials to plan appropriately to insure that personnel are available to provide services to Indian and Alaskan Native handicapped students. The absence of such personnel to provide services required under P. L. 94-142 only further undermines the confidence that parents and school officials have in the Bureau's commitment to appropriately serve those students. The Advisory Committee views this as a direct violation of federal law *(i.e., P. L. 94-142 and Section 504 of P. L. 93-112)*. In view of the fact that the school year is more than one-fourth completed, the Committee urges that the Department review this matter immediately and take appropriate measures to insure that these positions are filled as soon as possible. *(Adopted November 7, 1981.)*

Job Performance Versus Administrative Travel

The Advisory Committee, during its Anchorage meeting, was again informed that the Administration's reduced administrative travel directives continue to impede the identification, evaluation, placement and the provision of special education and related services to handicapped children.

Last year, the Advisory Committee expressed concern on this matter, yet the Department has not responded to the recommendation nor has it taken any action to relieve the situation. While the Committee continues to feel that P. L. 94-142 flow through funds should not be part of the reduced travel ceiling, it feels that clarification is needed in regard to the distinction between "administrative travel" and "job performance travel" as it relates to serving handicapped children. It is the view of the Advisory Committee that the Department may have inappropriately included "job performance travel" under the overall travel ceiling for administrative purposes, thereby precluding the provision of services to handicapped children that are required by law. *(Adopted November 7, 1981.)*

Special Education Regulations

Since the special education rules and regulations were published in proposed form on September 29, 1980, the Advisory Committee has time and again stressed the importance of issuing these regulations in final form. Some Departmental officials have suggested that the Office of Management and Budget *(OMB)* deregulation and form clearance procedures are the cause of this extensive delay. While this may be true to a certain extent, the Advisory Committee feels, based on the lack of response to previous Committee recommendations on this matter, that the Department is no longer committed to issuing these regulations in final form. For example, in contrast to the Department of the Interior, it took the Department of Defense *(DOD)* little more than three months to propose *(September 11, 1981)* and issue final regulations *(Federal Register, Vol. 46, December 23, 1981)* on the Education of Handicapped Children in the *(DOD)* Dependent Schools.

It has now been more than 15 months since the Department of the Interior issued its proposed Special Education Regulations, and the Committee is not aware of any date in the forseeable future for these regulations to be issued in final form. It would appear that the Department is not able or unwilling to carry-out its responsibilities in an effective and efficient fashion. As disappointing as this situation has become, the Committee continues to believe the Secretary of the Interior and the Assistant Secretary for Indian Affairs can reverse this trend of further delays by

declaring these regulations a priority and monitor their clearance to insure that issuance is achieved within three months as was the case with the Department of Defense Special Education Regulations. *(Adopted November 7, 1981.)*

Public Notice: Advisory Committee Meetings

Last year, the Advisory Committee recommended that the Division of Exceptional Education establish procedures to insure that the public is adequately notified about forthcoming Advisory Panel meetings. While it would appear that efforts to publicize the Anchorage meeting were undertaken, interested individuals were unable to obtain information about the Committee and its meeting agenda. As a part of the meeting notices that are sent to Area and Agency Special Education Coordinators, BIA and tribal schools, tribal education committees, national Indian education organizations, etc., it is strongly recommended that a tentative meeting agenda be included and, where appropriate, a Committee information sheet.

The Committee would also note that the notice announcing the Anchorage meeting did not appear in the Federal Register until October 29th *(only four working days before the meeting was to begin)*. The Committee urges the Division to do whatever is necessary to insure that this notice appears in the Federal Register at least one month prior to the scheduled meeting. *(Adopted November 7, 1981.)*

Timely Availability of Proposed Special Education Policies and Procedures for Advisory Panel Review and Comment

One of the duties of the Advisory Committee is to provide advice and guidance concerning Bureau special education policies and procedures. Of late, however, the Committee has not been afforded a sufficient opportunity to review and comment upon:

1. The newly adopted Bureau complaint procedures which were not available at the time the Committee reviewed the FY 81-83 State Plan; and

2. The preliminary draft position papers on residential placements, extended school year and the education of handicapped children ages 3-5.

In both of these instances, the Advisory Panel feels that copies of these procedures and position papers should have been available to the Committee at the time of their development, or at the very least, when they were presented and/or disseminated to Area and Agency Special Education Coordinators. In the future, a Committee would hope that it could avoid a recurrence of such communication difficulties. In this regard, the Committee would suggest that the officers and/or standing committee chairpersons be informed about such matters on a regular basis and that the Committee be afforded ample opportunity to review and comment on policies and procedures under consideration. *(Adopted November 7, 1981.)*

Advisory Panel Representation

The Advisory Committee requests that further attention be given to its previous recommendation on Advisory Panel membership and equal representation. The request for additional representation for the Navajo Area was raised by several individuals attending our meeting in Window Rock. Rather than transfer the Sacramento Area position to the Navajo Area, the Committee prefers that one of the at-large positions be assigned to the Navajo Area until the Division is able to explore other options. *(Adopted February 6, 1982.)*

Division of Exceptional Education's Response to Advisory Panel Comments on the State Plan

To date, the Advisory Panel has not received a response from the Division of Exceptional Education regarding its recommendations on the 1981-83 State Plan. The Committee would prefer that the response be in writing and received prior to or at the next scheduled meeting of the Committee. In instances where the Committee recommendations were not accepted, the written response should include specific evidence supporting present practices or planned alternatives. If it is not possible to receive a written response, the Committee would hope that a meeting could be arranged for the specific purpose of clarifying the Department's response to the Advisory Panel's concerns and recommendations. *(Adopted February 6, 1982.)*

Personnel Development

The Advisory Committee has the following concerns about the lack of input afforded Area and Agency Special Education Coordinators and the Advisory Panel with regard to input into the Bureau's Comprehensive System of Personnel Development *(CSPD)* and the workscope of the Regional Resource Center *(RRC)*:

1. The FY 81-83 State Plan outlines methods by which the CSPD will be evaluated, including *(a)* an analysis of LEA Applications to determine if currently employed personnel are receiving appropriate in-service training and *(b)* an analysis of annual reports to determine if additional personnel should be trained. If such activities have been undertaken, we would request a written report of theses results. It is our opinion that only a small segment of special education personnel are benefitting from RRC training and without such an evaluation, many individuals will not receive any professional development assistance;

2. The Committee also recommends that more effort be put into identifying Indian educators to serve as trainers particularly if summer training activities such as those conducted through the RRC will continue;

3. We wish to reiterate our request that the Division of Exceptional Education make an effort to identify BIA personnel currently involved in BIA Special Education with expertise in serving the handicapped and develop a plan for utilizing these individual's talents;

4. We also suggest that consideration be given to including an Indian preference clause in any future contracts such as that carried out by the RRC; and

5. Finally, we strongly recommend that an additional BIA representative, preferably an Indian, participate on the RRC Board of Directors since it is the Committee's understanding that other states served by the RRC have more than one representative. *(Adopted February 6, 1982.)*

Office of Indian Education Programs: Proposed Reorganization and Possible Staff Reductions

Concerning the proposed reorganization of the Office of Indian Education Programs *(OIEP)* it is the Advisory Panel's understanding that the current Division of Exceptional Education would be reduced to a branch within the newly proposed Division of Education Programs. Such a change in status would seem unavoidable given the desire to reduce the number of divisions within OIEP; however, regardless of what kind of administrative structure is ultimately proposed, the Committee strongly supports the need for a separate administrative unit for special education at the Central Office level.

While decreases in administrative personnel are frequently approached with the idea of spreading the reductions equitably across all affected offices, the Advisory Panel does not believe, based on available information, that this can be done without jeopardizing the steady progress that has been achieved thus far with respect to the education of handicapped children. For example, under P. L. 94-142, OIEP has a responsibility for overseeing the education of all handicapped children which includes the general supervision of such programs as well as compliance with P. L. 95-561 and P. L. 94-142 education standards. In carrying out this duty, OIEP must develop and implement:

1. a State Plan with provisions for child find, protections in evaluation, individualized education programs, least restrictive environment and due process;

2. a comprehensive system of personnel development including an annual needs assessment, in-service personnel development, dissemination of information and the adoption, where appropriate, of promising educational practices;

3. LEA application procedures;

4. monitoring and evaluation activities;

5. technical assistance activities; and

6. complaint procedures.

At the same time, the Division must provide staff assistance to the Advisory Committee. Rather than a decrease in staff, the Advisory Committee recommends that the Division of Exceptional Education maintain the present number of staff as well as be allowed to fill the four current vacancies. *(Adopted May 15, 1982.)*

Regional Education Service Centers *(RESC's)*

It was not clear, at the time of the Advisory Committee's meeting in Washington, D.C., how many RESC's there would be nor was it apparent how these offices would be staffed in terms of the exceptional education program. Rather than strive to simply maintain the same number of special education positions that presently exist within the area offices, the Advisory Committee recommends that any consideration of the number and kind of special education positions allocated to the RESC's be based upon an analysis of central and agency office special education duties and positions. Such information would seem to be extremely helpful in determining how the RESC's can enhance special education service delivery given the relationship between the central and agency administrative offices. *(Adopted May 15, 1982.)*

Advisory Panel Budget/Expenses

It is the understanding of the Advisory Panel that there is presently no yearly itemized budget for the Committee. While the Division has been most supportive of Committee activities, we believe that there should be an annual budget prepared that truly reflects the cost of our various activities. The Committee would like to suggest that the Division examine this matter and discuss its feasibility with the officers.

The Committee would also suggest that the Division consider revising its practices of sending prepaid airplane tickets to members since there has been some difficulty in retrieving these tickets, particularly for members who do not attend the meeting. It is suggested that Committee members be contacted via mail or phone about the meeting dates and that the Division not send the travel authorization and ticket until it has received confirmation that the member intends to be at the meeting.

This past year, the Division has paid for our rooms with a purchase order. The Committee has found this practice very helpful in view of the excessive amount of time required to receive reimbursements, and strongly supports the continuation of this procedure. I might add that several members have indicated that it would be impossible for them to attend our meetings should this practice be discontinued. *(Adopted May 15, 1982.)*

Tribal Proposals to Contract for the Operation of Portions of the Bureau Special Education Program

The Advisory Committee was informed that the Navajo Tribe has expressed an interest in contracting for the operation of the P. L. 94-142 portion of the Bureau's education program for handicapped students. While the Advisory Panel did not have an opportunity to discuss this with representatives of the Navajo Tribe, the Committee does not support this proposal for the following reasons:

1. Special education is an integral component of the overall school program or according to funding source *(i.e. ISEP or P. L. 94-142)*.

2. Current P. L. 94-142 provisions such as child identification, multidisciplinary evaluation, IEP development and placement in the least restrictive environment require the close involvement and coordination of the entire school program.

3. The P. L. 94-142 component of the exceptional education program is not separable. The funds are intended to be used to meet the excess costs of educating handicapped students beyond what can be provided with ISEP funds.

4. Unlike programs such as Title I, P. L. 94-142 carries with it a mandate to provide appropriate educational services for all handicapped children regardless of the availability of funds. The responsibility to insure that this is carried out rests with the OIEP within the Department of the Interior.

5. The administration and coordination of such an arrangement would be difficult at best and could easily result in confusion over who is ultimately responsible for what services at the school, Agency and Area levels, ultimately resulting in a reduction of available services to handicapped children and their families.

At this time, the Advisory Panel is concerned that such a proposal may not be in the best interests of the children currently being provided special education and related services through the BIA school system. However, the Committee would like to receive more information from the Tribe on this matter for further consideration if necessary. *(Adopted May 15, 1982.)*

Handicapped Children Placed in Residential Facilities

Advisory Committee members have been concerned for some time about the program for institutionalized handicapped children. This past November, the Committee submitted comments on the Division's "Institutional Placement of Handicapped Children" Position Paper and during its February 1982 meeting in Window Rock, the Advisory Panel received some concerns on this issue from several individuals involved with private institutions on the Navajo Reservation. Based upon further discussion and consideration of these matters, the Committee offers the following recommendations:

1. That the Division continue to refine its position paper on the "Institutional Placement of Handicapped Children" and that this paper ultimately become bureau policy after an opportunity for public comment.

2. That the Division proceed with its plans to adopt a fixed rate as opposed to a negotiated rate of fiscal support for the private schools on the Navajo Reservation. This approach would seem to be more efficient and representatives of St. Michaels, Chinle Valley and A School for Me seem generally supportive of this change. We strongly recommend, however, that this rate be arrived at in consultation with representatives from these schools and that the Division consider reasonable adjustments to the State rate given the location and circumstances of these schools.

3. That the Division maintain a special education position at the Area Office to oversee and coordinate the institutionalized program on and near the Navajo Reservation. During our meeting in Window Rock, there seemed to be general agreement between the Agency Special Education Coordinators and private school representatives that the existing position be maintained to coordinate area-wide activities for this population of students and to assist with financial management tasks which could become very involved and time consuming if moved to the Agency level. Moreover, the Committee heard statements from several individuals indicating that some problems exist with IEP development, waiting lists and child find for severely and profoundly handicapped children which would seem to suggest a need for this position to be maintained until the institutionalized program is better established. *(Adopted May 15, 1982.)*

## APPENDIX A

Charter of the Bureau of Indian Affairs Advisory Committee for Exceptional Education

Official Designation

The official designation of this committee shall be: BUREAU OF INDIAN AFFAIRS ADVISORY COMMITTEE FOR EXCEPTIONAL CHILDREN

Purposes

1. This committee shall serve only in an advisory role.
2. They shall comment publicly on the annual program plan.
3. They shall comment on proposed rules, regulations and procedures for the distribution of funds.
4. They shall advise the Secretary of the Interior through the Assistant Secretary for Indian Affairs on the unmet needs in the education of handicapped Indian and Alaskan Native children.

Time Limit

This committee is required by P. L. 94-142, and is expected to continue beyond the forseeable future. However, its continuation will be subject to biennial termination and renewal provisions of Section 14 of P. L. 92-463.

Official to Whom the Committee Reports

The committee reports to the Assistant Secretary of the Interior for Indian Affairs.

Administrative Support

Adminstrative support will be provided by the Department of the Interior, Bureau of Indian Affairs.

Duties of the Committee

The duties shall be described in the purposes and in addition they shall:

Report by July of each year its activities and suggestions to the Assistant Secretary for Indian Affairs.

Estimated Annual Cost

Activities of the Committee will require an estimated $25,000.00 and one *(1)* man year of Federal employee support annually.

Number and Frequency of Meetings

The Committee will meet at least three *(3)* times per year.

Termination Date

As a statutorily mandated committee, a charter must be filed for this committee on or before each successive two-year period following the date of enactment of P. L. 94-142. Thus, the charter for this committee must be renewed in 1983.

Membership

1. The Committee shall be composed of fifteen *(15)* members. Each shall serve a term of three *(3)* years with five *(5)* members replaced annually. Initially the terms will be staggered.

2. Membership to this committee shall be by appointment from the Secretary of the Interior upon recommendation of the Assistant Secretary for Indian Affairs.

3. The Committee shall consist of but not limited to:

   a. Handicapped individuals
   b. Teachers of the handicapped
   c. Parents of the handicapped
   d. Special Education Program Administrators
   e. Local education agency officials

4. A member may be terminated by the Secretary of the Interior at any time following formal notification for:

   a. Violation of Department of the Interior rules and regulations
   b. Conflict of interest
   c. Repeated absence
   d. Failure to discharge duties

Statutory Authority

The statutory authority for this committee shall be P. L. 94-142.

Compensation

Members may be reimbursed for allowable travel, per diem and expenses.

Officers

The officers of this committee shall be President, Vice President, Corresponding Secretary and shall be elected annually from the membership of the Committee. Their duties shall be:

1. President shall preside at all meetings.

2. Vice President shall serve in the absence of the President.

3. Corresponding Secretary shall receive all communications and reports to the committee.

Secretary of the Interior

| May 14, 1981 | MAY 22, 1981 |
| --- | --- |
| Date Signed | Date Filled |

## APPENDIX B

Number of Handicapped Children Receiving
Special Education and Related Services

*(December 1981 Child Count)*

| AREAS | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Aberdeen | 127 | 10 | 4 | 446 | 2 | 36 | 6 | 8 | 455 | 20 | 1 | 1115 |
| Albuquerque | 15 | 2 | 0 | 56 | 0 | 2 | 2 | 0 | 138 | 24 | 0 | 239 |
| Anadarko | 8 | 0 | 0 | 12 | 0 | 2 | 0 | 0 | 86 | 0 | 0 | 108 |
| Billings | 4 | 5 | 0 | 14 | 0 | 13 | 0 | 0 | 51 | 2 | 0 | 89 |
| Eastern | 65 | 2 | 1 | 52 | 0 | 22 | 5 | 6 | 158 | 2 | 0 | 313 |
| Juneau | 43 | 7 | 0 | 15 | 1 | 3 | 0 | 1 | 193 | 8 | 0 | 271 |
| Minneapolis | 4 | 0 | 0 | 75 | 0 | 7 | 0 | 1 | 56 | 2 | 0 | 145 |
| Muskogee | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 13 | 0 | 0 | 15 |
| Navajo | 239 | 62 | 1 | 184 | 9 | 68 | 10 | 3 | 1013 | 71 | 0 | 1665 |
| Phoenix | 34 | 0 | 0 | 51 | 1 | 50 | 1 | 0 | 282 | 13 | 0 | 432 |
| Portland | 16 | 4 | 0 | 37 | 0 | 7 | 1 | 5 | 111 | 2 | 0 | 183 |
| Institutionalized | 179 | 0 | 8 | 0 | 0 | 53 | 0 | 0 | 0 | 43 | 0 | 283 |
| TOTAL | 736 | 92 | 14 | 942 | 13 | 263 | 25 | 24 | 2561 | 187 | 1 | 4858 |

## APPENDIX C

Allocation of P. L. 94-142 Funds* to Area/Agency Offices
and Schools for School Year 1981-82
*(As of April 1982)*

### ABERDEEN AREA

| Aberdeen Area Office | |
|---|---|
| Area Office | 536,078 |
| Theodore Jamerson | 4,593 |
| Flandreau | 19,454 |
| Wahpeton | 41,313 |
| Pierre | 38,510 |
| Marty | 9,925 |
| **Cheyenne River Agency** | |
| Cheyenne River | 88,766 |
| Bridger/Cherry Creek | 19,128 |
| Red Scaffold | 13,750 |
| **Crow Creek Agency** | |
| Agency Office | 18,603 |
| Fort Thompson | 20,446 |
| Crow Creek High | 25,319 |
| **Lower Brule Agency** | |
| Lower Brule School | 30,426 |
| **Fort Berthold Agency** | |
| Fort Berthold | 72,364 |
| Mandaree | 12,063 |
| Twin Buttes | 9,290 |
| White Shield | 10,200 |

| Fort Totten Agency | |
|---|---|
| Fort Totten | 6,500 |
| Fort Totten Day | 17,400 |
| St. Micheals | 44,850 |
| **Pine Ridge Agency** | |
| Agency Office | 173,558 |
| American Horse | 38,857 |
| Little Wound | 24,687 |
| Manderson | 39,485 |
| Loneman | 32,971 |
| Oglala Community | 65,956 |
| Porcupine | 32,130 |
| Crazy Horse | 18,275 |
| **Rosebud Agency** | |
| St. Francis | 49,282 |
| **Standing Rock Agency** | |
| Agency Office | 125,714 |
| Standing Rock School | 37,951 |
| **Turtle Mountain Agency** | |
| Turtle Mountain | 55,759 |
| Dunseith | 22,021 |
| Turtle Mountain School | 215,111 |
| Ojibway | 38,195 |

### ALBUQUERQUE AREA

| Albuquerque Area Office | |
|---|---|
| Area Office | 62,161 |
| Pine Hill | 25,250 |
| Albuquerque Indian | 25,038 |

| Southern Pueblos Agency | |
|---|---|
| Agency Office | 223,656 |
| Sky City | 82,633 |
| Isleta | 42,915 |
| Jemez | 18,503 |

* *These amounts may not reflect the actual amounts allocated for this school year due to amendments and other adjustments. The Division of Exceptional Education retained $432,921 for administrative purposes during this same period.*

| | |
|---|---|
| **Laguna Agency** | |
| Agency Office | 46,316 |
| **Northern Pueblos Agency** | |
| Agency Office | 98,970 |

| | |
|---|---|
| **Southern Pueblos Agency *(Cont.)*** | |
| Laguna | 29,125 |
| San Felipe | 10,250 |
| Acoma | 23,172 |
| Zia | 24,912 |

**ANADARKO AREA**

| | |
|---|---|
| **Anadarko Area Office** | |
| Area Office | 76,844 |
| Riverside | 37,182 |
| Concho | 28,186 |
| Kickapoo | 8,000 |

**BILLINGS AREA**

| | |
|---|---|
| **Billings Area Office** | |
| Area Office | 25,044 |
| Two Eagle River | 30,329 |
| Labre | 31,070 |
| Busby | 20,750 |
| Wyoming Indian | 20,767 |
| St. Stephens | 21,650 |

**EASTERN AREA**

| | |
|---|---|
| **Eastern Area Office** | |
| Area Office | 54,350 |
| Afachkee | 6,992 |
| Miccosukee | 17,861 |
| Indian Township | 33,798 |
| Pleasant Point | 15,800 |
| Indian Island | 15,775 |
| **Cherokee Agency** | |
| Agency Office | 70,222 |
| Cherokee School | 66,875 |

| | |
|---|---|
| **Choctaw Agency** | |
| Agency Office | 95,556 |
| Chitimacha | 500 |
| Red Water | 14,500 |
| Standing Pine | 2,800 |
| Tucker | 4,176 |
| Bogue Chitto | 8,187 |
| Conehatta | 5,000 |
| Choctaw Central | 28,447 |

**JUNEAU AREA**

| | |
|---|---|
| **Juneau Area Office** | |
| Area Office | 133,808 |
| Mt. Edgecumbe | 17,391 |
| **Bethel Agency** | |
| Agency Office | 153,314 |
| Alakanuk | 18,895 |
| Chefornak | 2,586 |

| | |
|---|---|
| Chevak | 15,313 |
| Goodnews Bay | 3,564 |
| Kwethluk | 27,536 |
| Napakiak | 20,618 |
| Napaskiak | 6,784 |
| Nightmute | 6,579 |
| Quenhagak | 25,363 |
| Scammon Bay | 800 |
| Toksook | 11,439 |
| Tuluksak | 14,050 |
| Tununak | 24,413 |

| Fairbanks Agency | | Nome Agency | |
|---|---|---|---|
| Agency Office | 61,969 | Agency Office | 65,073 |
| Cruikshank | 1,008 | Diomede | 31,021 |
| Tetlin | 2,205 | Elim | 10,540 |
| Venetie | 1,775 | Gambell | 30,882 |
| Grayling | 1,568 | St. Michaels | 7,372 |
| Shagluk | 1,472 | Savoonga | 35,302 |

MINNEAPOLIS AREA

| | | | |
|---|---|---|---|
| Area Office | 87,399 | Hannahville | 8,500 |
| Bug O Nay Gi Shig | 9,500 | Menominee | 4,500 |
| Nay Ah Shig | | Circle of Life | 6,061 |
| Lac Courte Oreilles | 25,000 | Sac & Fox | 7,200 |
| Oneida | 18,000 | | |

MUSKOGEE AREA

| | | | |
|---|---|---|---|
| Area Office | 23,968 | Sequoyah | 28,509 |

NAVAJO AREA

| | | | |
|---|---|---|---|
| Area Office | 76,822 | | |
| Chinle Agency | | Fort Defiance Agency | |
| Agency Office | 161,939 | Agency Office | 304,743 |
| Cottonwood | 12,089 | Chuska | 36,329 |
| Low Mountain | 4,500 | Crystal | 18,500 |
| Lukachukai | 8,000 | Dilcon | 49,300 |
| Nazlini | 6,250 | Greasewood | 23,173 |
| Pinon | 4,500 | Hunters Point | 12,472 |
| Rock Point | | Pine Springs | 18,000 |
| Rough Rock | 11,080 | Seba Delkai | 10,000 |
| Chinle at Many Farms | 29,716 | Tohatchi | 34,900 |
| | | Wide Ruins | 12,995 |
| Eastern Navajo Agency | | Toyei | 30,309 |
| Agency Office | 267,724 | Shiprock Agency | |
| Bread Springs/ Chichiltah/Jones Ranch | 12,967 | Agency Office | 177,864 |
| Lake Valley | 9,925 | Aneth | 12,880 |
| Mariano Lake | 17,858 | Cove | 7,560 |
| Pueblo Pintado | 14,836 | Nenahnezad | 9,240 |
| Dlo Ay Azhi | 11,480 | Red Rock | 7,840 |
| Torreon | 10,369 | Sanostee | 19,540 |
| Wingate Boarding | 11,258 | Teecnospos | 27,611 |
| Wingate Elementary | 69,295 | Toadlena | 4,760 |
| Crownpoint | 58,763 | Shiprock Boarding | 15,680 |
| Dzilth Na O Dithlte | 38,369 | | |
| Canoncito | 13,319 | | |
| Alamo School | 50,276 | | |

Western Navajo Agency

| | |
|---|---|
| Agency Office | 304,054 |
| Chilchinbeto | 6,808 |
| Dennethotso | 21,750 |
| Kaibeto | 108,400 |
| Kayenta | 49,000 |
| Leupp | 57,957 |
| Red Lake | 19,665 |
| Rocky Ridge | 11,253 |
| Shonto | 60,854 |
| Tuba City Boarding | 62,750 |
| Tuba City High | 54,352 |

PHOENIX AREA

| | |
|---|---|
| Area Office | 80,102 |
| Duckwater | 1,500 |
| Phoenix High | 29,205 |
| Sherman | 11,203 |
| Intermountain | —0— |
| Hava Supai | 7,000 |

Fort Apache Agency

| | |
|---|---|
| Agency Office | 61,655 |
| Cijbecue | 49,274 |
| John F. Kennedy | 25,155 |
| Theodore Roosevelt | 22,378 |

Hopi Agency

| | |
|---|---|
| Agency Office | 18,410 |
| Polacca | 8,250 |
| Second Mesa | 4,000 |
| Hopi Day | 1,250 |
| Moencopi | 4,000 |

Papago Agency

| | |
|---|---|
| Agency Office | 100,292 |
| Santa Rosa Ranch | 27,340 |
| Santa Rosa Boarding | 54,913 |
| San Simon | 34,609 |

Salt River Agency

| | |
|---|---|
| Salt River | 18,320 |
| Fort McDowell | 15,528 |
| Pima Ex. Child | 25,962 |
| Casa Blanca | 10,331 |
| Gila Crossing | 2,495 |

PORTLAND AREA

| | |
|---|---|
| Area Office | 112,708 |
| Quileute | 24,753 |
| Paschel Sherman | 36,199 |
| Yakima | 16,000 |
| Puyallup | 55,182 |
| Nez Perce | 6,730 |
| Shoshone-Bannock | 14,750 |
| Couer d'Alene | 17,755 |
| Chemawa | 45,993 |

## APPENDIX D

Division of Exceptional Education Office of Indian Education Programs and Area Office/Agency Special Education Personnel Directory

### Office of Indian Education Programs

### Division of Exceptional Education

United States Department of the Interior
Bureau of Indian Affairs
Office of Indian Education Programs
Division of Exceptional Education
1951 Constitution Avenue, N. W.
Washington, D.C. 20245 *(Mail Code 507)*

Dr. Charles Cordova, Chief
Mr. Goodwin K. Cobb, III, Education Specialist
Ms. Marie Emery, Education Specialist
Ms. Dixie Owen, Education Specialist
Ms. Jacqueline Jim, Secretary
Ms. Ernestine Sanders, Clerk-Typist

### Aberdeen Area Office

Mr. Bruce Pray
Education Specialist
Bureau of Indian Affairs
Federal Building
115 Fourth Avenue, S. E.
Aberdeen, South Dakota 57401
Phone (605) 782-7496

Ms. Carmen Kemmery
*(Crow Creek, Lower Brule, Rosebud)*
Special Education Coordinator
Bureau of Indian Affairs
Fort Thompson, South Dakota 57339
Phone (605) 245-2398

Ms. Marie Clifford
Special Education Coordinator
Pine Ridge Agency
Pine Ridge, South Dakota 57770
Phone (605) 867-5121

Mrs. Gretchen Eagleman
Special Education Coordinator
Standing Rock Agency
Fort Yates, North Dakota 58538
Phone (701) 854-3431

Ms. Beverly Mestes
Special Education Coordinator
Cheyenne River Agency
Eagle Butte, South Dakota 57625
Phone (605) 964-8722

Ms. Jane Lommen Azure
Special Education Coordinator
Ft. Totten Agency
Fort Totten, North Dakota 58335
Phone (701) 766-4198

Ms. Gaylene Belgarde
Turtle Mountain Agency
Bureau of Indian Affairs
Belcourt, North Dakota 58316

### Albuquerque Area Office

Ms. Ann Crawley
Education Specialist
Bureau of Indian Affairs
5301 Central Avenue, N. E.
P. O. Box 8327
Albuquerque, New Mexico 87108
Phone 474-3161 — FTS
(505) 766-3161 — Commercial

Albuquerque Area Office *(Cont.)*

Ms. Sharon Farrell
Special Education Coordinator
Northern Pueblos Agency
P. O. Box 1088
Santa Fe, New Mexico 87501
Phone (505) 988-6447

Mr. Efren Medrano
Special Education Coordinator
Southern Pueblos Agency
P. O. Box 1667
Albuquerque, New Mexico 87103
Phone 474-3034 — FTS
(505) 766-3034 — Commercial

Anadarko Area Office

Ms. Judy Littleman
Special Education Coordinator
Bureau of Indian Affairs
P. O. Box 368
Anadarko, Oklahoma 73005
Phone (918) 743-7251

Billings Area Office

Mr. F. Sam Azure
Education Specialist
Bureau of Indian Affairs
316 North 26th Street
Billings, Montana 59101
Phone (406) 657-6375

Eastern Area Office

Ms. Noel Malone
Education Specialist
Bureau of Indian Affairs
19th & Constitution Avenue, N. W.
Washington, D.C. 20245
Phone (202) 235-2571

Ms. Linda Griffiths
Special Education Coordinator
Cherokee Agency
Bureau of Indian Affairs
Cherokee, North Carolina 28719
Phone (704) 497-9131

Ms. Nettie Moore
Acting Special Education Coordinator
Choctaw Agency
Bureau of Indian Affairs
421 Powell
Philadelphia, Mississippi 39350

Juneau Area Office

Mr. Chuck Christian
Education Specialist
Anchorage Field Office
P. O. Box 120
Anchorage, Alaska 99501
Phone (907) 345-3360

Mr. Bruce Marlin
Nome Agency
Box 1108
Nome, Alaska 99762
Phone (907) 443-2252

Special Education Coordinator
Box 16
101 12th Avenue
Fairbanks, Alaska 99701
Phone (907) 452-1951

Ms. Carolyn Ross
Box 347
Bethel, Alaska 99559
Phone (907) 543-2746

Minneapolis Area Office

Mr. Lewis Clagg
Education Specialist
Bureau of Indian Affairs
831 Second Avenue, South
Minneapolis, Minnesota 55402
Phone 787-3606 — FTS
(612) 725-2901 — Commercial

Muskogee Area Office

Mr. Tom Patterson
Education Specialist
Bureau of Indian Affairs
Federal Building
Muskogee, Oklahoma 74401
Phone (918) 736-2460

Navajo Area Office

Mr. Norman Wilcox
Education Specialist
Bureau of Indian Affairs
P. O. Box 1060
Window Rock, Arizona 86515
Phone 479-5012 — FTS
(602) 871-5151, ext. 5244 — Commercial

Navajo Area Office *(Cont.)*

Ms. Marion Smith
Special Education Coordinator
Bureau of Indian Affairs
P. O. Box 32
Crownpoint, New Mexico 87313
Phone (505) 786-5231

Mr. Jerry Walker
Bureau of Indian Affairs
Western Navajo Agency
P. O. Box 127
Tuba City, Arizona 86045
Phone 762-4222 — FTS
(602) 283-6257 — Commercial

Mr. Ed Fallon
Special Education Coordinator
Bureau of Indian Affairs
Chinle Agency
P. O. Box 7H
Chinle, Arizona 86503
Phone (602) 674-5407

Dr. Charles Deal
Special Education Coordinator
Bureau of Indian Affairs
Fort Defiance Agency
P. O. Box 619
Fort Defiance, Arizona 86504
Phone 479-7259 — FTS
(602) 729-5041 — Commercial

Mr. Bobby Dean
Special Education Coordinator
Bureau of Indian Affairs
P. O. Box 966
Shiprock, New Mexico 87420
Phone (505) 368-4991

Phoenix Area Office

Ms. Rosella Lawrence
Education Specialist
Bureau of Indian Affairs
P. O. Box 7007
Phoenix, Arizona 85011
Phone 261-2320 — FTS
(602) 241-2320 — Commercial

Ms. Sylvia Wimmer
Special Education Coordinator
Papago Agency
P. O. Box 578
Sells, Arizona 85634
Phone (602) 261-7356

Ms. Cecilia Braun
Special Education Coordinator
Pima Agency
Gila River Early Childhood Program
Sacaton, Arizona 85247
Phone (602) 562-3882

Mr. Kenna Harjo
Fort Apache Agency
Whiteriver, Arizona 58941
Phone (602) 338-4364

Ms. Camille Medicine
Phoenix Indian High School
P. O. Box 7188
Phoenix, Arizona 85011
Phone (602) 261-2146

Mr. David Dutcher
Sherman Indian High School
Riverside, California 92503
Phone (714) 796-1436

Portland Area Office

Ms. Kathie Carpenter
Education Specialist
Bureau of Indian Affairs
1425 Irving Street, N. E.
P. O. Box 3785
Portland, Oregon 97208
Phone 429-6739 — FTS
(503) 231-6739 — Commercial

## APPENDIX E

Bureau of Indian Affairs
Office of Indian Education Programs

DIVISION OF EXCEPTIONAL EDUCATION
18th and C Streets, N. W.
Mail Code: 507
Washington, D. C. 20245

NOMINATIONS FOR THE BUREAU OF INDIAN AFFAIRS
ADVISORY COMMITTEE FOR EXCEPTIONAL CHILDREN

NOTE: Additional pages may be attached for further explanation of any item. Item numbers should be referred wherever additional explanation is made. Other letters of recommendation and resumes may be attached if desired.

| | |
|---|---|
| 1. NAME OF PERSON BEING NOMINATED (last, first, middle initial)<br>MR.<br>MRS.<br>MS. | 3. NAME OF TRIBE |
| 2. HOME ADDRESS (include number, street, city, State and ZIP Code) | 4. Home Telephone (include area code) |

5. NOMINATION FOR THE FOLLOWING CATEGORY (check one)

_____ Teachers of Handicapped Children
_____ Student (College or Secondary student in their junior year)
_____ School/Tribal Education Officials
_____ Parents of Handicapped Children
_____ Special Ed. Administrators/ Coordinators
_____ Handicapped Individuals
_____ Related Services Personnel

6. NOMINEE HAS HAD EXPERIENCE WITH THE FOLLOWING TYPES OF SCHOOLS (check one or more)

_____ BIA Day School
_____ BIA Boarding
_____ Off-reservation Boarding
_____ Tribally controlled contract
_____ Cooperative

7. OCCUPATION

a. NAME OF ORGANIZATION

| b. ADDRESS (Include number, street, city, State and Zip code) | c. TELEPHONE | |
|---|---|---|
| | Area code | Number |
| | | |

8. EXPERIENCE Please list the following information, highlighting those experiences related to the education of American Indian and Alaska Native handicapped children and youth. Approximate dates of experience/ employment, position, title, name and location of organization, and a brief description of duties. Additional pages may be attached as necessary.

9. SPECIAL EDUCATION AND INDIAN EDUCATION ORGANIZATIONAL MEMBERSHIP(S) (Give approximate dates of membership and if appropriate, offices held.)

10. SPECIAL INTERESTS, ACTIVITIES AND AWARDS (list professional, educational and community contributions or other areas of special interest, highlighting those related to the education of American Indian and Alaska Native handicapped children.

| 11. EDUCATION (Optional) | |
|---|---|
| Include also any educational institutions attended which did not result in a degree. | |
| HIGH SCHOOL (Year completed) | NAME OF SCHOOL |
| ASSOCIATE DEGREE (Year completed) | NAME OF INSTITUTION AND MAJOR FIELD OF STUDY |
| BACHELOR (Year completed) | NAME OF INSTITUTION AND MAJOR FIELD OF STUDY |
| MASTERS OR FIRST PROFESSIONAL (Year completed) | NAME OF INSTITUTION AND MAJOR FIELD OF STUDY |
| DOCTORATE OR SECOND PROFESSIONAL (Year completed) | NAME OF INSTITUTION AND MAJOR FIELD OF STUDY |

| 12. RECOMMENDED BY | | |
|---|---|---|
| NAME OF INDIAN TRIBE, ORGANIZATION, EDUCATION AGENCY OR INDIVIDUAL | | b. ADDRESS (Include number, street, State and ZIP Code) |
| SIGNATURE | | d. TYPE OR PRINT NAME OF AUTHORIZED OFFICIAL AND TITLE IF NOMINATED BY A TRIBE, ORGANIZATION OR AGENCY |
| e. TELEPHONE NO. Area Code | Number | f. DATE SIGNED |

Return this completed form to:
Bureau of Indian Affairs
Office of Indian Education Programs
Division of Exceptional Education, Code 507
18th and C Streets, N.W.
Washington, D.C. 20245